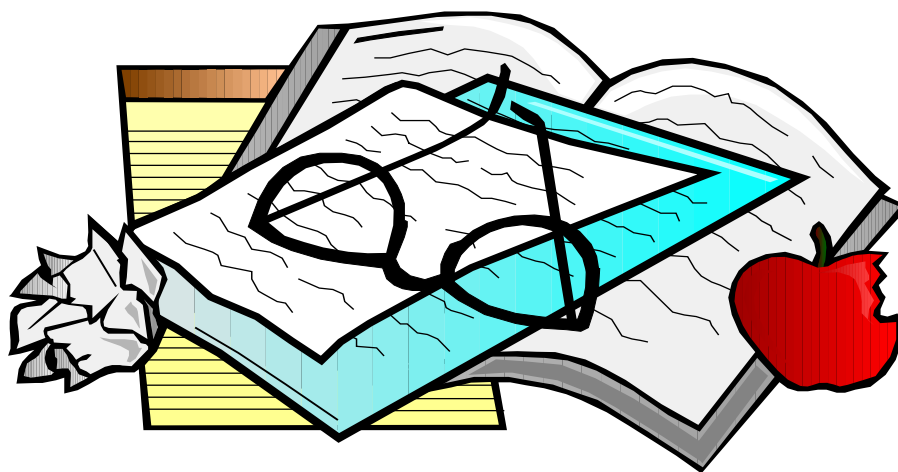


NEBRASKA

Work Based Learning Manual

PART I

AN OVERVIEW



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Part I - An Overview

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Work Based Learning AN OVERVIEW

A. WHY WORK BASED LEARNING?

Many students leave school ill-prepared for the workplace.

Poor academic skills and work habits may limit students' understanding of how they might fit into the adult world. Work based learning addresses this problem by extending the walls of the classroom to include the whole community, giving students real world experiences and opportunities to apply academic and occupational skills in the workplace. Work based learning is an integral part of school-to-career's transition, combining school based learning and work based learning into experiences for all students that integrate technical and academic skills.

Through work based learning, "Employers reinforce academic lessons, schools emphasize career applications, and students gain experience in the adult world of work and connections to a range of postsecondary options, including college, technical training, and skilled entry-level work." (Jobs for the Future, Cambridge, MA) The National Occupational Information Coordinating Committee defines career development as a "life-long process through which individuals come to understand themselves as they relate to the world of work and their role in it."

B. WHAT IS WORK BASED LEARNING?

Work based learning takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application of learning at the work site.

Work site learning occurs in a business or community organization away from school. School site learning focuses on academic career preparation as part of the classroom curriculum. These school-to-career activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications. School-to-career activities are designed to help students move through these stages and learn about the world of work and their place in it. These four stages provide a framework for understanding the sequence and scope of work based learning activities and when activities may be appropriate for students.

Career Awareness

Career awareness often focuses on *group* activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities may include:

- ◆ Career Fair/Career Day
- ◆ Classroom Guest Speakers
- ◆ Field Trips (Business/Industry Tours)

Career Exploration

Career exploration activities provide an opportunity for *individual* examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. Activities may include:

- ◆ Career Guidance and Counseling Services
- ◆ Career Interviews
- ◆ Job Shadowing
- ◆ Research Papers/Projects

School Site Career Preparation

School site activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:

- ◆ Applied Academics Courses
- ◆ Career Academies
- ◆ Entrepreneurship Projects/Classes
- ◆ School Based Enterprises
- ◆ Tech Prep Programs/Articulation
- ◆ Career and Technical Student Organization (CTSO) Projects/Competition
- ◆ Career and Technical Programs
- ◆ Workplace Readiness Courses

Work Site Career Application

Work site career applications are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities may include:

- ◆ Apprenticeship
- ◆ Clinical Work Experience
- ◆ Cooperative Education (COOP)
- ◆ Internship/Practicum
- ◆ Mentorships
- ◆ Part Time Work
- ◆ Service Learning Projects
- ◆ Supervised Agricultural Experiences (SAE)
- ◆ Work Experience Career Exploration Programs (WECEP)

C. BENEFITS OF WORK BASED LEARNING

Benefits for Students

- ◆ Provides opportunities to apply classroom learning
- ◆ Establishes clear connections between education and work
- ◆ Creates opportunities for exploration of possible careers
- ◆ Improves post-graduation job prospects
- ◆ Promotes the practice of positive work habits and attitudes
- ◆ Enhances understanding of workplace expectations
- ◆ Increases motivation to stay in school
- ◆ Reduces educational costs
- ◆ Establishes professional contacts for future employment and mentoring
- ◆ Increases technical skills and participation in authentic tasks
- ◆ Allows observation of demeanor and procedures of workplace professionals

Benefits for Employers

- ◆ Helps create a pool of skilled and motivated potential employees
- ◆ Improves employee retention
- ◆ Reduces training/recruiting costs
- ◆ Enables organization to develop new projects with student assistance
- ◆ Encourages involvement in the curriculum development process
- ◆ Provides developmental opportunities for current workforce
- ◆ Offers opportunities to provide community service

Benefits for Schools

- ◆ Expands curriculum and learning facilities
- ◆ Provides access to state-of-the-art techniques and technology
- ◆ Enhances ability to meet the needs of diverse student populations
- ◆ Provides opportunities for individualized instruction
- ◆ Promotes faculty interactions with the community
- ◆ Contributes to staff development
- ◆ Makes education more relevant and valuable for students
- ◆ Enhances student retention
- ◆ Reduces overcrowding by utilizing off-campus learning sites
- ◆ Provides an alternative to building additional classrooms and labs to accommodate growth

Benefits for the Community

- ◆ Creates an environment of collaboration and cooperation
- ◆ Encourages respect and tolerance between different groups
- ◆ Builds the foundation for a more productive economy
- ◆ Builds confidence in the school system as practical results are observable

D. ALL ASPECTS OF THE INDUSTRY

Whenever possible, work based learning opportunities for students should include instruction and experience in all aspects of the industry being explored. This is important to insure that career and technical education or school-to-careers programs teach more than the skills needed for specific entry-level jobs. Providing students with understanding and experience in all aspects of an industry or industry sector is essential to integrating academic and career and technical education, empowering students to make career choices, preparing them to adapt to technological change, and equipping them to play an active part in economic development of their local communities. The following table explains what is meant by “all aspects of the industry”.

ALL ASPECTS OF THE INDUSTRY Knowledge and Skills	
Planning	Examined both at the industry level and at the firm level; various forms of ownership, including cooperatives and worker ownership; relationship of the industry to economic, political, and social context.
Management	Methods typically used to manage enterprises over time within the industry; methods for expanding/diversifying workers' tasks and broadening worker involvement in decisions.
Finance	Ongoing accounting/financial decisions; methods for raising capital to start or expand.
Technical and Production Skills	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs.
Underlying Principles of Technology	Specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs.
Labor Issues	Worker rights and responsibilities; labor unions and labor history; methods for expanding workers' roles.
Community Issues	The impact of the enterprise and the industry on the community, and the community's impact on and involvement with the enterprise.
Health, Safety, and Environmental Issues	In relation to both the workers and the larger community.

From All Aspects of the Industry: A Key Element of the Perkins Act and the School-to-Work Opportunities Act, Center for Law and Education

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All Aspects of the Industry	<p>Whenever possible, work based learning opportunities for students should include instruction and experience in all aspects of the industry being explored. This is important to insure that career and technical education or school-to-career programs teach more than the skills needed for specific entry-level jobs. Providing students with understanding and experience in all aspects of an industry or industry sector is essential to integrating academic and career and technical education, empowering students to make career choices, preparing them to adapt to technological change, and equipping them to play an active part in economic development of their local communities. The following knowledge and skills are important components of studying all aspects of the industry:</p> <ul style="list-style-type: none"> ◆ Planning ◆ Management ◆ Finance ◆ Technical and Production Skills ◆ Underlying Principles of Technology ◆ Labor Issues ◆ Community Issues ◆ Health, Safety, and Environmental Issues
All Students	<p>The term “all students” means both male and female students from a broad background including disadvantaged, diverse racial, ethnic or cultural backgrounds, disabled, limited English proficiency, migrant children, school dropouts, and academically talented students.</p>
Apprenticeship	<p>Programs that specifically meet federally approved standards designed to safeguard the welfare of apprentices.</p>
Articulation	<p>Consortium members must sign an articulation agreement. This agreement commits each institution to a Tech Prep program with a non-duplicative sequence of courses. Articulation is a planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. This movement of students between programs can be either horizontal or vertical.</p> <p>Horizontal Articulation includes those relationships between programs, courses, or activities which exist at any one educational competency level and provide a coordinated educational program for the student.</p> <p>Vertical Articulation refers to those relationships which exist between institutions' programs, courses, or activities and provides a coordinated program for a student moving from one educational competency level to the next.</p> <p>2+2 Articulation is a four-year plan in which the first two years are taught at the secondary level, and the second two years are taught at the postsecondary level. Exit points are included along the way which permit students to exit after grades twelve, thirteen, or fourteen with a diploma, certificate, or associate degree. 2+2 Articulation requires a highest degree of involvement, coordination and cooperation between and among administrators, faculty, and counselors.</p> <p>2+2+2 Articulation is a six-year plan in which the first two years are taught at the secondary level, second two years at community, junior, or technical college, and third two years at a four-year college or university. Students exit with a diploma, associate degree, or bachelor's degree.</p> <p>Intent to Articulate Agreement sets the stage for articulation to occur and establishes the ground rules. After this preliminary agreement has been signed the</p>

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	<p>time-consuming but very crucial process of developing curriculum drawing boards can begin.</p> <p>Program Articulation Agreement links educational programs at the secondary and postsecondary levels to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. It formally solidifies specific responsibilities, roles, programs and courses between participating institutions. Curriculum drawing boards that show the articulated secondary-postsecondary sequence of courses agreed upon must be a part of this document.</p>
Assessment	<p>The process of measuring performance against a set of standards (through examination, practical tests, performance observation and/or the completion of portfolios of work and assignments).</p>
Basic Skills	<p>Academic and personal abilities that are necessary for success in school and the workplace.</p>
Career Academy	<p>A school-within-a-school that offers students academic programs organized around broad career themes.</p>
Career and Technical Education (CTE)	<p>Organized educational programs, services, and activities directly related to preparation of students for paid or unpaid employment or a career that does not require a baccalaureate or advanced degree. Program areas include: Agriculture, Business, Family and Consumer Science, Industrial Technology, and Marketing.</p>
Career Development Continuum	<p>Most people experience four overlapping stages in their career selection and preparation process: career awareness, career exploration, school site career preparation, and work site career applications.</p> <p>Career Awareness focuses on group activities that help students develop a general awareness of themselves, the world of work and its connection to education. Activities are generally instituted in the elementary grades. Activities may include:</p> <ul style="list-style-type: none"> ◆ Career Fair/Career Day ◆ Classroom Guest Speakers ◆ Field Trips (Business/Industry Tours) <p>Career Exploration activities provide an opportunity for <i>individual</i> examination of career options that match a student's interests and aptitudes. They provide an opportunity for students to learn about what people do for a living and to observe and interact with work based staff to learn more about the demands of the work place. Activities may include:</p> <ul style="list-style-type: none"> ◆ Career Guidance and Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Papers/Projects <p>Career Preparation (School Site) activities that integrate academic and occupational skills learned in the classroom with skills learned on the job prepare students for transitioning from school to a career. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:</p>

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	<ul style="list-style-type: none"> ◆ Applied Academics Courses ◆ Career Academies ◆ Entrepreneurship Projects/Classes ◆ School Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Career and Technical Student Organization (CTSO) Projects/Competition ◆ Career and Technical Education Programs ◆ Workplace Readiness Courses <p>Career Applications (Work Site) are competency-based educational experiences that occur at the workplace but are tied to the classroom by curriculum that coordinates and integrates school-site instruction with work site experiences. These structured work experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments and prepare students for the next step in their career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities include:</p> <ul style="list-style-type: none"> ◆ Apprenticeship ◆ Clinical Work Experience ◆ Cooperative Education (COOP) ◆ Internship/Practicum ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Agricultural Experiences (SAE) ◆ Work Experience Career Exploration Programs (WECEP)
Career Fair	An activity designed to help students think about their interest and abilities in relation to potential careers by exposure to people directly involved in the career.
Career Guidance & Counseling	Programs that (1) provide career awareness, career planning, and career decision-making information; (2) assist individuals in making and implementing informed educational and occupational choices and (3) help students develop career options with regard to equity.
Career Pathways/Clusters	Occupations/careers that are grouped together because people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Thus, career pathways/clusters provide a plan for ALL students regardless of their interests, abilities, talents, or desired levels of education. Selecting a career pathway/cluster provides students with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue.
Certification	The provision of a certificate or award to individuals, indicating the attainment or enhancement of a skill, certain skills or knowledge, usually as a result of a training system that features modular components which build upon one other, and a competency-based assessment process.

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Community College	The term "community college" has the meaning provided in section 1201(a) of the <i>Higher Education Act of 1965</i> for an institution which provides not less than a two-year program which is acceptable for full credit toward a bachelor's degree and includes tribally controlled colleges or universities.
Competency	Indicates the ability to perform the activities within an occupation to the set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupational area as well as generic skills.
Core Competencies	Indicate capabilities for performing activities that are common across occupational areas and can be built upon during the span of career development.
Connecting Activities	Activities or programs that help link school and work based educational programs in the manner described in the <i>School-to-Work Opportunities Act</i> .
Consortium	A group of schools and/or agencies that enter into a cooperative agreement to share information or provide services that benefit students.
Cooperative Education	A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both.
Course Credit Options	<p>Advanced Placement is any arrangement that enables secondary students to receive credit for or bypass requirements at the postsecondary level. These arrangements are keyed to "time shortened" periods since postsecondary credit is granted for accomplishments at the secondary level. Generally, advanced placement is optional for those students with high grade point averages or high scores on placement exams. Advanced placement is considered the easiest form of articulation because few curriculum changes are necessary.</p> <p>Advanced Standing means that a student must still enroll in the college's course qualifying for advanced standing. Because the student has met one or more of the college's course competencies in the parallel high school program, the student will experience one or more of the following:</p> <ul style="list-style-type: none"> ◆ Student will be taught more advanced skills and problem solving leading to successful performance on certification tests. ◆ Student may test out of a portion of the course resulting in a partial tuition waiver. ◆ Student may waive a section or multiple sections of a course. ◆ Student may receive partial or total waiver of required work experience. ◆ Student may serve as teaching assistant to the instructor, developing supervisory skills. <p>Dual Credit means that students receive both high school and college credit and a grade on their transcript for dual credit courses. High school dual credit courses must follow the same format as an on-campus course. The issues of dual credit is one that the high school has to determine. It is there option to allow the student to receive high school credit for a college course. A high school student taking a class, either on campus or off, is generally the same as any other student regarding payment for the class, books, etc.</p>
Curriculum Integration	A method of teaching academic and career/technical occupational subjects showing the relationships among the disciplines.
Disability	Any individual meeting qualifications under the 1990 Americans with Disabilities Act.

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Dropout	A student who leaves school before graduating.
General Track	Characterized by a broadly defined curriculum less rigorous than career and technical or academic levels. Does not prepare the student for either college or the workforce.
Goals 2000	Provides resources to states and communities to develop educational reform aimed at mastery or academic and occupational skills. <i>Goals 2000 Act-March 31, 1994.</i>
High Performance Workplace	One that empowers workers to participate and utilize fully their skills and knowledge. Such workplaces are characterized by flexible and decentralized production techniques; employee and empowerment; a strong emphasis on continuously improving work performance; continual training to upgrade skills and employees' ability to function effectively in a problem-oriented environment; and increasing integration of tasks through work teams and the identification of workers with their products and services.
Job Rotation	A periodic transfer through a wide variety of positions and tasks requiring different skills and responsibilities (e.g. all aspects of the industry).
Job Shadowing	A career exploration activity for late middle school or early high school where the student follows the employee at a firm for one or more days to learn about an occupation or industry.
Mentors	1. A School Site Mentor is a professional employed by the school designated as the student advocate working in consultation with teachers, counselors and employers. 2. A Workplace Mentor is an employer or designated employee at a workplace who directs the student in mastery of employment skills.
Nontraditional Occupation and Employment	Refers to jobs and occupations in which women make up 25% or less of the total workers. Women Apprenticeship and Nontraditional Occupations Act.
On-the-Job-Training	Hands-on training in an occupational skill in the work based curriculum.
Portfolio	A collection of work documenting a student's educational performance.
Postsecondary Education	Normally refers to formal education and training available at two-and four-year colleges, technical institutes, corporate training programs and apprenticeship training and other union-related educational opportunities. It is also used to include adult education and new distance-learning opportunities employing emerging technologies and the Internet. Throughout the world of postsecondary education, some programs offer degrees or certificates; others do not.
Preparatory Services	Services, programs, or activities designed to assist individuals who are not enrolled in career and technical education programs in the selection of, or preparation for participating in, an appropriate career and technical education or training program, such as <ul style="list-style-type: none"> ◆ services, programs, or activities related to outreach to or recruitment of potential career and technical education students; ◆ career guidance and counseling; ◆ assessment and evaluation of interests, ability and skills; and ◆ other appropriate services, programs, or activities.
Private Career Schools	Sometimes called proprietary schools, operated under private control, independently owned and operated a profit-making enterprise; usually designed around a specific career cluster.

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Program Standards	The minimum program requirements which must be met by secondary career and technical education programs. Formerly called base components, the program standards for each career and technical education program can be found in the State Plan for Career and Technical Education.
SCANS (Secretary's Commission on Achieving Necessary Skills- February 1990)	The commission, comprised of education experts, teachers, executives and labor officials representing a variety of industries, examined the demands of the workplace and whether young people are capable of meeting those demands. In summary, the commission's globalization of commerce and industry and the explosive growth of technology on the job have changed the terms for entry into the world of work. The SCANS Commissioners recommended that education and training programs be revised to focus on developing "workplace know-how" which includes five competencies and a three-part foundation of skills and personal qualities. The five competencies include resources -identifying, organizing, planning, and allocating time, materials, money, and human resources; interpersonal -working with others by participating as a member of a team, teaching others new skills, serving clients and customers, exercising leadership, negotiating, and working with diversity; information -acquiring and evaluating data, organizing and maintaining files, interpreting and communicating oral and written information, and using computers to process information; systems -understanding complex inter-relationships in social, organizational and technical systems, monitoring and correcting performance and improving or designing systems; and technology -working with a variety of equipment and tools, selecting and applying technology to specific tasks. The three-part foundation includes basic skills -reading, writing, calculating, listening, and speaking; thinking skills -thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, and reasoning; and personal qualities -responsibility, self-esteem, sociability, self-management, and integrity.
School-to-Work Opportunities Act	The Act requiring integrated school based and work based learning, opportunities for students to complete and gain experience in a career area, learn aspects of a career, and providing equal access for all students.
Service Learning	An instructional method combining community service and academic learning.
Skill	A combination of perceptual, motor, manual, intellectual social abilities. The nature of tasks usually requires a combination of these and usually also requires the application of cognitive and psychomotor functions together with appropriate knowledge. Skill is cumulative (it is built up gradually with repeated practice), and sequential (each part is dependent on the previous part and influences the next).
Skill Certificate	An industry recognized credential certifying that the holder has demonstrated mastery of a core set of content and performance standards related to a specific occupational cluster.
Skill Standard	The identification of the knowledge, skill and level of ability needed to satisfactorily perform a given job. These standards may be specific to a given occupation, cross occupational lines or apply to groupings of occupations. This concept of skill standards can be tailored to any industry to reflect its particular needs and economic environment.
Special Populations	Individuals with disabilities, individuals from economically disadvantaged

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	families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers and individuals with other barriers to educational achievement (including individuals with limited English proficiency).
Tech Prep Consortia	The term "Tech Prep consortia" means: (a) one or more district school boards and one or more community college board of governors, or (b) one or more district school boards and/or a state registered joint apprenticeship, training committee in cooperation with a technical community college board of governors, or (c) one or more district school boards and a two-year proprietary institution of higher education.
Tech Prep Education	A pre-technical program that provides a broad basic background in technology in order to better prepare students for entry into postsecondary career and technical programs. A Tech Prep high school core curriculum would consist of preparation in applied science, mathematics, technical writing, and laboratory or cooperative education instruction in a specific occupational area.
Tech Prep Project/Plan	An application that is funded as evidenced by an authorized signature on the cover page. This signature completes the contract, binding both the eligible applicant to the implementation of Tech-Prep Education and the Nebraska Department of Education to allocate funds based on plan approval and eligible expenditures in the Budget Notes and Budget Summary. The project duration is the length of time for which the funding has been authorized.
Tech Prep Program	A combined secondary and postsecondary program that: (a) combines at a minimum 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; (b) integrates academic, and career and technical instruction, and utilizes work based and work site learning where appropriate and available; (c) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics; (d) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses; (e) leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and (f) leads to placement in appropriate employment or to further education.
Tech Prep Student Definitions	<i>Tech Prep Secondary Participant</i> A student who has enrolled in one or more technical courses that are part of a Tech Prep course of study that: <ul style="list-style-type: none"> ◆ includes a technical component (<i>preferably consisting of a minimum of 3 courses</i>), ◆ consists of a minimum of two years secondary and two years of postsecondary study, ◆ is carried out under a written articulation agreement, ◆ may allow the student to earn postsecondary credit while in secondary school and, ◆ leads to a specific postsecondary two-year certificate, degree,

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	<p>technical diploma, apprenticeship, or baccalaureate degree.</p> <p><i>Tech Prep Postsecondary Student.</i> A student who is enrolled in a postsecondary degree, diploma, certificate, or apprenticeship program and has participated in a secondary Tech Prep course of study that:</p> <ul style="list-style-type: none"> ◆ included a technical component, ◆ consisted of a minimum of two years at the secondary level, ◆ was carried out under a written articulation agreement and, ◆ may have allowed the student to transfer in postsecondary credit earned at the secondary school. <p><i>Tech Prep Completer.</i> A student who has participated in both the secondary and postsecondary portions of the recognized education plan and has earned an appropriate postsecondary degree, diploma, certificate, or apprenticeship.</p>
Work Based Learning	Work based learning takes place at both the work site and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application of learning at the work site.
Work Based Learning Coordinator	An individual to oversee components of a work based learning system including school based learning, work based learning and connecting activities.
Youth Apprenticeship	A multi-year program combining school and work based learning in a specific occupational area designed to lead directly into either a related postsecondary program or entry level job as registered apprenticeship program.

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